CHAPTER - V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

5.00 Introduction:

The main purpose of conducting a research study is to draw conclusions with the help of hypothesis. For this the first task before the investigator is to test the hypothesis. The present chapter starts with the verification of hypothesis formulated in the first chapter.

5.1.0 Testing the hypotheses:

5.1.1 Hypothesis one:

Hypothesis one states that "exposure to JIT sessions brings about significant positive change in Moral Consciousness of students when taught through JIM". The research finding for hypothesis one (critical value 2.15 for df 118) is significant at .05 level of significance (Required Critical Value 1.98). Thus on the basis of this finding it can be said that exposure to JIT sessions develops the moral consciousness of students.
5.1.2  **Hypothesis Two:**

Hypothesis two states that "exposure to JIT sessions brings about significant positive change in Civic Sense of students when taught through JIM". The research finding for hypothesis two (critical value 4.04 for df 118) is significant at .05 level of significance (required critical value 1.98). Thus on the basis of this finding it can be said that exposure to JIT sessions develops the civic sense of students.

5.1.3  **Hypothesis Three:**

Hypothesis three states that "exposure to JIT sessions brings about significant positive change in attitude towards fundamental duties of students when taught through JIM". The research finding for hypothesis three (critical value 3.95 for df 118) is significant at .05 level of significance (required critical value 1.98). Thus on the basis of this finding it can be said that exposure to JIT sessions develops the attitude towards fundamental duties of students.

5.1.4  **Hypothesis Four**
Hypothesis four says that "There is no significant effect of extrovert personality factors on the development of moral consciousness among VII grade school children when taught through JIMOT."

The research finding for hypothesis four ('t' value 0.61 for df 22) is not significant at 0.05 level of significance. (Required critical value 2.07). Thus on the basis of this findings it can be said that there is no significant effect of extrovert on development of moral consciousness of students when taught through JIMOT.

5.1.5 Hypothesis five:

Hypothesis five says that "There is no significant effect of introvert personality factors on the development of moral consciousness among VII grade school children when taught through JIMOT."

The research finding for hypothesis five ('t' value 1.12 for df 14) is not significant at 0.05 level of significance. (Required critical value 2.14). Thus on the basis of this findings it can be said that there is no significant
effect of introvert on development of moral consciousness of students when taught through JIMOT.

5.1.6 **Hypothesis Six:**

Hypothesis six says that "There is no significant effect of ambivalent personality factors on the development of moral consciousness among VII grade school children when taught through JIMOT."

The research finding for hypothesis six ('t' value 3.72 for df 78) is significant at 0.05 level of significance. (Required critical value 1.99). Thus on the basis of this findings it can be said that there is significant effect of ambivert on development of moral consciousness of students when taught through JIMOT.

5.1.7 **Hypothesis Seven**

Hypothesis seven says that "There is no significant effect of extrovert personality factors on the development of civic sense among VII grade school children when taught through JIMOT."
The research finding for hypothesis seven ('t' value 2.65 for df 22) is significant at 0.05 level of significance. (Required critical value 2.07). Thus on the basis of this findings it can be said that there is significant effect of extrovert on development of civic sense of students when taught through JIMOT.

5.1.8 Hypothesis Eight

Hypothesis eight says that "There is no significant effect of introvert personality factors on the development of civic sense among VII grade school children when taught through JIMOT."

The research finding for hypothesis eight ('t' value 3.54 for df 14) is significant at 0.05 level of significance. (Required critical value 2.14). Thus on the basis of this findings it can be said that there is significant effect of introvert on development of civic sense of students when taught through JIMOT.

5.1.9 Hypothesis Nine
Hypothesis nine says that "There is no significant effect of ambivalent personality factors on the development of civic sense among VII grade school children when taught through JIMOT."

The research finding for hypothesis nine ('t' value 3.79 for df 78) is significant at 0.05 level of significance. (Required critical value 1.99). Thus on the basis of this findings it can be said that there is significant effect of ambivert on development of civic sense of students when taught through JIMOT.

5.1.10 Hypothesis Ten

Hypothesis ten says that "There is no significant effect of extrovert personality factors on the development of attitude towards fundamental duties among VII grade school children when taught through JIMOT."

The research finding for hypothesis ten ('t' value 0.63 for df 22) is not significant at 0.05 level of significance. (required critical value 2.07). Thus on the basis of this findings it can be said that there is no significant
effect of extrovert on development of fundamental duties of students when taught through JIMOT.

5.1.11 Hypothesis Eleven

Hypothesis eleven says that "There is no significant effect of introvert personality factors on the development of attitude towards fundamental duties among VII grade school children when taught through JIMOT."

The research finding for hypothesis eleven (t' value 3.54 for df 14) is significant at 0.05 level of significance. (required critical value 2.14). Thus on the basis of this findings it can be said that there is significant effect of introvert on development of fundamental duties of students when taught through JIMOT.

5.1.12 Hypothesis Twelve

Hypothesis twelve says that "There is no significant effect of ambivalent personality factors on the development of attitude towards
fundamental duties among VII grade school children when taught through JIMOT."

The research finding for hypothesis twelve ('t' value 3.80 for df 78) is significant at 0.05 level of significance. (Required critical value 1.99). Thus on the basis of this findings it can be said that there is significant effect of ambivert on development of fundamental duties of students when taught through JIMOT.

**Hypothesis Thirteen**

Hypothesis thirteen says that "There is no significant effect of high socio-economic status on the development of moral consciousness among VII grade school children when taught through JIMOT."

The research finding for hypothesis thirteen ('t' value 3.06 for df 58) is significant at 0.05 level of significance. (Required critical value 2.00). Thus on the basis of this findings it can be said that there is significant effect of high socio-economic status on development of moral consciousness of students when taught through JIMOT.
5.1.14 Hypothesis Fourteen

Hypothesis fourteen that "There is no significant effect of low socio-economic status on the development of moral consciousness among VII grade school children when taught through JIMOT."

The research finding for hypothesis fourteen ('t' value 3.63 for df 58) is significant at 0.05 level of significance. (Required critical value 2.00). Thus on the basis of this findings it can be said that there is significant effect of low socio-economic status on development of moral consciousness of students when taught through JIMOT.

5.1.15 Hypothesis Fifteen

Hypothesis fifteen says that "There is no significant effect of high socio-economic status on the development of civic sense among VII grade school children when taught through JIMOT."

The research finding for hypothesis fifteen ('t' value 3.92 for df 58) is significant at 0.05 level of significance. (Required critical value 2.00). Thus on the basis of this findings it can be said that there is significant
effect of high socio-economic status on development of civic sense of students when taught through JIMOT.

5.1.16 Hypothesis Sixteen

Hypothesis sixteen says that "There is no significant effect of low socio-economic status on the development of civic sense among VII grade school children when taught through JIMOT."

The research finding for hypothesis sixteen ('t' value 4.12 for df 58) is significant at 0.05 level of significance. (required critical value 2.00). Thus on the basis of this findings it can be said that there is significant effect of low socio-economic status on development of civic sense of students when taught through JIMOT.

5.1.17 Hypothesis Seventeen

Hypothesis seventeen says that "There is no significant effect of high socio-economic status on the development of attitude towards fundamental duties among VII grade school children when taught through JIMOT."
The research finding for hypothesis seventeen ('t' value 3.92 for df 58) is significant at 0.05 level of significance. (required critical value 2.00). Thus on the basis of this findings it can be said that there is significant effect of high socio-economic status on development of fundamental duties of students when taught through JIMOT.

5.1.18 Hypothesis Eighteen

Hypothesis eighteen says that "There is no significant effect of low socio-economic status on the development of attitude towards fundamental duties among VII grade school children when taught through JIMOT."

The research finding for hypothesis eighteen ('t' value 3.38 for df 58) is significant at 0.05 level of significance. (Required critical value 2.00). Thus on the basis of this findings it can be said that there is
significant effect of low socio-economic status on development of fundamental duties of students when taught through JIMOT.

5.1.1.0 Discussions:

5.1.1.1 Effect of Jurisprudential Inquiry Model of teaching on development of Moral Consciousness

Result of the study shows that exposure to 60 JIT session brings about significant positive change in the development of moral consciousness among students. Tiwari (1986) found that 30 exposures to JIT sessions bring about significant positive change in development of attitude towards fundamental rights of VII grade students. (M.Phil. Dissertation, 1986 Indore).

5.1.1.2 Effect of JIMOT on development of Civic Sense

Result of the study shows that exposure of 60 JIT session brings about significant positive change in the development of civic sense among students. Therefore we may say that JIMOT affect the development of civic sense of students.
**Effect of JIMOT on development of attitude**

**towards fundamental duties**

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**Effect of Extrovert students on development of**

**moral consciousness**

The effect of extrovert students on development of moral consciousness of students was found not significant. Therefore we may say that extrovert personality variables do not affect the development of moral consciousness of students when taught through JIM.

**Effect of Introvert students on development of**

**moral consciousness**

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Effect of Ambivert students on development of

moral consciousness

The effect of ambivert students on development of moral consciousness of students was found significant. Therefore we may say that ambivert personality variables affect the development of moral consciousness of students when taught through JIM.

Effect of Extrovert students on development of

Civic Sense

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personality variables affect the development of civic sense of students when taught through JIM.

**Effect of Extrovert students on development of attitude towards fundamental duties**

The effect of extrovert students on development of attitude towards fundamental duties of students was found not significant. Therefore we may say that extrovert personality variables do not affect the development of fundamental duties of students when taught through JIM.

**Effect of Introvert students on development of attitude towards fundamental duties**

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**Effect of Ambivert students on development of attitude towards fundamental duties**
The effect of ambivert students on development of attitude towards fundamental duties of students was found significant. Therefore we may say that ambivert personality variables affect the development of fundamental duties of students when taught through JIM.

5.1.1.13 **Effect of high socio-economic status on development of Moral Consciousness**

The effect of high socio-economic status on development of moral consciousness of students was found significant. Therefore we may say that high socio-economic status affect the development of moral consciousness of students when taught through JIM.

5.1.1.14 **Effect of low socio-economic status on development of moral consciousness:**

The effect of low socio-economic status on development of moral consciousness of students was found significant. Therefore we may say that low socio-economic status affect the development of moral consciousness of students when taught through JIM.
Effect of high socio-economic status on

development of civic sense:

The effect of high socio-economic status on development of civic sense of students was found significant. Therefore we may say that high socio-economic status affects the development of civic sense of students when taught through JIM.

5.1.1.16 Effect of low socio-economic status on development of civic sense:

The effect of low socio-economic status on development of civic sense of students was found significant. Therefore we may say that low socio-economic status affects the development of civic sense of students when taught through JIM.

5.1.1.17 Effect of high socio-economic status on
development of attitude towards fundamental duties

The effect of high socio-economic status on development of attitude towards fundamental duties of students was found significant. Therefore we may say that high socio-economic status affects the development of fundamental duties of students when taught through JIM.

5.1.1.18 **Effect of low socio-economic status on development of attitude towards fundamental duties:**

The effect of low socio-economic status on development of attitude towards fundamental duties of students was found significant. Therefore we may say that low socio-economic status affects the development of fundamental duties of students when taught through JIM.

5.3.0 **Educational Implications of the Study:**

Education plays a very important culturising role and vice versa. Both the National Policy on Education, 1986 and the Approach to the National Policy on Culture (NPC) constantly emphasize the cultural
consequences of education and seek to strengthen its cultural components education. The cultural input in school education seeks to sensitize the child towards his environment and natural materials around him, and teach him to appreciate the aesthetic forms and rhythms he grows up with. The school child is also provided a basic core of facts about India's cultural heritage through folk songs, local history and archaeological artifacts. A sense of design and aesthetics is encouraged. Teacher training programmes also seek to enhance their capability for cultural instruction. Special books, educational material and audiovisual facilities are also sought to be provided for schools. India is striving to promote a symbiosis between local environment, indigenous technologies, oral traditions of literature and the demands of keeping pace with the rapid technological advances. The findings of the present study show that JIMOT may help too much for the development of boys and girls adolescents'.

5.4.0 **Significance for democratic values:**

Finding of this study suggests that this model can be sued as a programme for development of attitude towards democratic values of
students at secondary level because democratic values developed significantly when students were exposed to jurisprudential inquiry teaching sessions. We can say that person possessing awareness towards democratic values should possess the ability to analyze the social and political value using the jurisprudential frame of reference and should have the knowledge of facts regarding issues in order to be able to make a compromise between conflicting values.

5.5.0 Implications for Personality Development

Students ability to participate in social activities and social discussions is one of the very important aspect of their personality. As a model, jurisprudential inquiry model provides a base for changing the sociometric choices of students through discussion and skillful reasoning. This model can be used for changing the classroom group structure. The unaccepted can become accepted and this will certainly reduce the stress among students who may then improve their self concept and esteem.
Adolescents’ ability to participate in social activities, debate and discussion is one of the aspects of their personality. The principles of humility and integrity, development of character, correct attitudes and values and a sense of unity and world brotherhood. What are needed are the persons who will provide the stimulus and the encouragement to bring them out. Mere preaching cannot change the world. It is only through action and practical examples, in all-educational institutions, can the impulse for change be intensified. When teachers and elders practice disciplined and regulated life and when human values are fully imbibed by them, the students will automatically follow. Truth and Right Conduct should be adhered to with pure intentions. A righteous life leads to peace. Love is to be experienced in the depths of peace. Love should find expression in non-violence. These basic values have to be demonstrated in action and not limited to preaching alone.

5.6.0 Suggestions for Further Researches
Recent research suggests that traditional classroom-based civic education can significantly raise political knowledge. Service learning—a combination of community-based civic experience and systematic classroom reflection on that experience—is a promising innovation, but program evaluations have yielded mixed results.

In present study, the effect of JIMOT for developing moral consciousness, civic sense and attitude towards fundamental duties in relation to socio-economic status and personality variables have studies. Discussion of finding revealed that socio-economic status and personality variables influence on the attitude of the adolescents’.

In the light of present study, following areas are recommended for further research:

1. The same study may be replicated on a larger sample to verify the findings presented in this study.
2. Other factors such as creativity, intelligence, sociometry, self concept, social value etc. may also be correlated with JIMOT.
3. Studies should be conducted to develop skills on JIMOT in students.
4. Studies should be conducted on moral consciousness, civic sense and fundamental duties.

5. Studies relating to development of moral awareness, environmental awareness, future awareness etc on JIMOT.

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